



Green Meadow Pupil Premium
Plan 2018 – 19

| Financial Year | Amount of Pupil Premium Funding |
|----------------|---------------------------------|
| 2017- 18 | £241,560 |
| 2018-19 | £202,260 |

| | 2016 - 17 | 2017 -18 | 2018-19 |
|-------------------------------------|-----------|----------|---------|
| Number of disadvantaged pupils | 167 | 157 | 146 |
| Total with Service Children and LAC | 175 | 164 | 154 |

What is Pupil Premium?

Pupil Premium is additional funding to help schools close the attainment gap between children from low income families and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years, has been continuously looked after for at least 6 months (LAC) (£2,300) or are a Service child (£300) the school receives an amount per head within their budget. This has risen each year to the current amount of £1320 per pupil.

Green Meadow Primary School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. At Green Meadow Primary we actively promote equality of opportunity for all staff, governors, pupils and parents, creating a community where all can succeed.

We have a clear, strategic approach to the use of Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated robustly and on a regular basis. In depth analysis ensures that the correct support and strategies are identified to maximise progress of all pupils.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes one identified governor having responsibility for Pupil Premium, the Headteacher leading the development plan and a Pupil Premium Champion coordinating a strategic leadership approach to implementing plans. All matters relating to the Pupil Premium are reported back to the Governors ensuring that the school is held to account for the impact of spending.

Key Priority: To close the disadvantage gap by addressing inequalities and raising the attainment of those pupils in receipt of Pupil Premium funding.

Barriers to Learning:

- Oral language skills (reading and writing attainment is below expected levels as are Wellcom outcomes from Reception baseline for current Infant pupils).
- Limited life experiences; pupils can demonstrate a lack of resilience.
- Limited level of parental engagement in school life and pupil development. Education is not necessarily valued or given high priority.
- Emotional and behavioural difficulties.
- Limited vocabulary and understanding of language.
- Attendance and/or punctuality often due to medical need is an increasing difficulty.

What do we expect to see:

- Targeted additional support strategies which result in every pupil, however financially disadvantaged, being able to have full access to our curriculum and all our extra – curricular experiences. All disadvantaged pupils who are currently underperforming because of the impact of their barrier to learning will make improved progress leading to the narrowing of any attainment gaps between disadvantaged pupils and non-disadvantaged pupils, especially at the end of each key stage.
- Attainment across the school, but particularly at the end of each key stage, is in line with the national average for all groups of pupils. All disadvantaged pupils to make expected progress with a targeted number expected to make accelerated progress across the year.
- Underachieving disadvantaged children have targeted contact with school; parents encouraged and engaged and parental ‘share the learning’ workshop opportunities taken up leading to improved progress and attainment.
- Participation in school extra-curricular activities, clubs, trips, sport etc. is monitored and matches the school population.

- The impact of emotional and behavioural issues reduced on pupil progress and attainment. Pupils supported with emotional and behavioural issues so that they feel as secure as possible in school, have greater self-esteem and therefore have a greater chance of succeeding academically.
- Continued improved attendance and punctuality rates for targeted pupils.

Data Highlights from Summer 2018

| EYFS | | | |
|--------------------------|---------------------------|---------------------------|---------------------------|
| 2017 | | 2018 | |
| | % of pupils achieving ELG | | % of pupils achieving ELG |
| Disadvantaged Pupils (9) | 40% | Disadvantaged pupils (17) | 50% |
| Other pupils (60) | 73% | Other pupils | 73% |
| Difference | -33% | Difference | -23% |
| National gap (2017) | - | National gap (2018) | - |
| Birmingham gap (2017) | -10% | Birmingham gap (2017) | -9% |

Gap between attainment of Green Meadow Disadvantaged and non-disadvantaged diminished by 10% from 2017 and 2018.

| Year 1 Phonics | | | |
|---------------------------|--|---------------------------|--|
| 2017 | | 2018 | |
| | % of pupils achieving expected outcomes – cohort based | | % of pupils achieving expected outcomes – cohort based |
| Disadvantaged Pupils (17) | 89% | Disadvantaged pupils (11) | 69% |
| Other pupils (44) | 84% | Other pupils (49) | 91% |
| Difference | 5% | Difference | -22% |
| National gap (2017) | -16% | National gap (2018) | - |
| | | Birmingham gap (2018) | -9% |

2018 by the end of Y2 all pupils (100%) had achieved phonic attainment. Gap increased for 2018 cohort. Identification of individual need required.

| KS1 | | | | | | | |
|---|-------------|-------------|-------------|---|-----------|------------|-------------|
| Percentage at expected or greater depth | 2017 | | | Percentage at expected or greater depth | 2018 | | |
| | Reading | Writing | Maths | | Reading | Writing | Maths |
| Disadvantaged Pupils (23) | 50% | 54% | 50% | Disadvantaged pupils (18) | 81% | 67% | 67% |
| Other pupils (38) | 83% | 81% | 89% | Other pupils (43) | 80% | 70% | 78% |
| Difference | -33% | -26% | -39% | Difference | 1% | -3% | -11% |
| National gap (2017) | -17% | -19% | -18% | National gap (2018) | - | - | - |
| Birmingham Gap (2017) | -9% | -10% | -12% | Birmingham Gap (2018) | -11% | -12% | 10% |

2018 - Gap diminished (closed) in reading and diminished by 23% in writing attainment and 28% in maths attainment.

| KS1 | | | | | | | |
|-------------------------------------|-------------|-------------|-------------|-------------------------------------|-------------|-------------|-------------|
| Percentage working at greater depth | 2017 | | | Percentage working at greater depth | 2018 | | |
| | Reading | Writing | Maths | | Reading | Writing | Maths |
| Disadvantaged Pupils () | 8% | 0% | 8% | Disadvantaged pupils | 14% | 10% | 10% |
| Other pupils () | 28% | 11% | 19% | Other pupils | 28% | 20% | 25% |
| Difference | -19% | -11% | -11% | Difference | -13% | -10% | -15% |
| National gap (2017) | 14% | -10% | -12% | National gap (2018) | - | - | - |
| Birmingham Gap (2017) | -8% | -6% | -7% | Birmingham Gap (2018) | -10% | -7% | -9% |

2018 – Reading gap diminishing by 6%, Disadvantaged attainment at GD in writing and maths increased but gap increased as all pupils improved.

| KS2 | | | | | | | |
|--|-------------|-------------|-------------|--|---------------------------|---------------------------|---------------------------|
| Percentage of pupils who attained a scaled score of 100 or + | 2017 | | | Percentage of pupils who attained a scaled score of 100 or + | 2018 | | |
| | Reading | Writing | Maths | | Reading | Writing | Maths |
| Disadvantaged Pupils (33) | 48% | 45% | 48% | Disadvantaged pupils (27) | 69% | 38% | 54% |
| Other pupils (27) | 79% | 76% | 93% | Other pupils (33) | 91% | 79% | 88% |
| Difference | -31% | -31% | -45% | Difference | -22% | -41% | -34% |
| National gap (2017) | -7% | -7% | -11% | National gap (2018) – To national others | - (National all – 75%) | - (National all – 78%) | - (National all – 76%) |
| Birmingham Gap (2017) | -11% | -10% | -13% | Birmingham Gap (2018) | -10% | -10% | -13% |

2018 Diminished gap in reading (9%) and maths (11%) but increased gap in % of pupils in writing (+10%). Identification of individual need required.

| KS2 | | | | | | | |
|--|-------------|-----------|-------------|--|---------------------------|---------------------------|---------------------------|
| Percentage of pupils who attained at greater depth | 2017 | | | Percentage of pupils who attained at greater depth | 2018 | | |
| | Reading | Writing | Maths | | Reading | Writing | Maths |
| Disadvantaged Pupils () | 13% | 3% | 10% | Disadvantaged pupils | 19% | 0% | 12% |
| Other pupils () | 24% | 0% | 24% | Other pupils | 35% | 12% | 41% |
| Difference | -11% | 3% | -14% | Difference | -16% | -12% | -30% |
| National gap (2017) | -4% | -3% | -4% | National gap (2018) – To national others | - (National all – 28%) | - (National all – 20%) | - (National all – 24%) |
| Birmingham Gap (2017) | -12% | -6% | -14% | Birmingham Gap (2018) | -12% | -8% | -13% |

2018 whilst a higher % of disadvantaged pupils achieved GD in reading (+6%) and maths (+2%) the gap has increased as all pupils improved.

| PP Plan 2016/17 | Pupils on Roll: | Targeted pupils | Cost from PP funding | New or continued | Monitored by / Impact | Intended outcomes |
|--|---|---------------------------------------|----------------------|------------------|---|---|
| Focus | What this does | | | | | |
| CPD opportunities to improve Quality First Teaching. | Improve the quality of teaching and learning for all pupils with a focus in each class on disadvantaged pupils. | All pupils with a focus on PP pupils. | £1,500 | Continued | Headteacher SLT | Through Quality First Teaching teachers target disadvantaged pupils to improve progress and attainment of disadvantaged pupils. |
| Performance Management Target outcomes linked to disadvantaged pupils. | Raises staff awareness of PP pupils. Disadvantaged pupils a focus of all monitoring and evaluation procedures. | PP Pupils | £67,882 | Continued | Headteacher SLT | High priority for Disadvantaged pupils in Performance Management procedures. Planned timely interventions impact on achievement after M/E. |
| To improve the rigor of monitoring and evaluation procedures for Disadvantaged Pupils. | Ensures that PP pupils have high priority & that barriers to learning are identified & reviewed regularly. Additional support for PP pupils led by data analysis and evaluation. Monitoring and Evaluation procedures in a cycle of do, review and plan next steps. | PP Pupils | | Continued | Headteacher SLT PP champion | High priority for Disadvantaged pupils in all M/E procedures. Planned timely interventions impact on achievement after M/E. Progress and attainment outcomes have improved for disadvantaged pupils. |
| Additional Teacher and Teaching Assistant Support. | Support in class for targeted year groups from trained Teachers and / or Teaching Assistants, developing reading, writing and maths interventions | PP Pupils | £78,976 | Continued | Headteacher SLT PP champion | Improved self-confidence and an increase in participation/motivation for targeted disadvantaged pupils. Disadvantaged pupils make expected / accelerated progress and close the attainment gaps. |
| Pastoral Support | Supports with behavior choices to ensure maximum time is spent in class and prevent exclusions. | PP Pupils | £25,790 | Continued | Pastoral Manager Headteacher SLT PP Champion | Behaviour choices supported with small group/ individual support. Barriers to learning have reduced impact on progress and attainment. Improved behaviour through focused |

| | | | | | | |
|---|---|----------------------------------|----------------------------|-----------|---|--|
| Attendance support | Ensures that PP pupil attendance is closely monitored and that absence does not have a negative impact on PP pupil progress. | PP Pupils | £9,112 | Continued | Pastoral Manager Headteacher SLT PP Champion | groups / individual support. Improved attendance leading to improved progress and attainment. |
| SEN Support | Ensure that SEN PP Pupils make good progress. | PP Pupils | See above Leadership | Continued | SENCO | SEN PP Pupils make at least expected and some better than expected progress. |
| Pastoral Support | Children take part in social situations more successfully and/or develop resilience/ a set of strategies to deal with different situations. | PP Pupil's parents | See Pastoral Support | Continued | Pastoral Manager Headteacher SLT PP Champion | Children with emotional/behavioural needs: to have greater social skills and resilience in situations. |
| Parental Support Home School Liaison improved. | Parental engagement with school and their child (ren)'s learning improves. Parental attendance at workshops improves. | PP Pupils and parents | | Continued | Pastoral Manager Headteacher SLT PP Champion | Outcomes have improved for disadvantaged pupils. Home School Liaison improved. Greater involvement of parents in workshops and parent questionnaire. |
| Lunchtime sport participation | Supports pupils to be involved at lunchtime. | PP Pupils | £7,800 lunchtime PE | Continued | SLT Headteacher PP Champion | Full participation in all lunchtime provision. Increase levels of social skills, self-confidence, teamwork and independence. |
| Provide Breakfast Club. | Ensures that pupils do not start school hungry. Improves attendance at school for PP pupils. Provides an opportunity for targeted parents to drop children earlier. | Targeted pupils PP Pupils | £5,200 | Continued | SLT Headteacher PP Champion | Raises concentration levels, improves health, builds self-esteem and improves punctuality. |

| | | | | | | |
|---|--|-----------|-------------------|-----------|-----------------------------------|--|
| Additional Curriculum opportunities and involvement in workshops and trips. | Provides an opportunity at school for pupils to complete homework when internet access and / or computer time at home may be limited. Support children to go on educational visits and workshops in and out of school during the year. | PP Pupils | £6,000 curriculum | Continued | SLT Headteacher PP Champion | Enrichment opportunities presented to pupils to raise attainment. Supports pupils with limited opportunities at home for learning. Full participation in educational visits and academic and personal workshops in school. |
| Provide curriculum catch up programmes for identified pupils / individuals in specific year groups. | Provides pupils who require 'catch-up' programs to access the curriculum and have support to develop the skills required for age related expectations. | PP Pupils | | Continued | Headteacher PP Champion | Disadvantaged pupils make expected / accelerated progress and close the attainment gaps. |
| Sub Total | | | | | | |
| To be Allocated | | | | | | |

Strategies showing impact to date:

Tracking and intervention:

The progress and achievement of all pupils is monitored half termly and termly. Any pupil who is need of intervention is identified and the necessary support is put in place. This is led by the Headteacher, the SLT and the school Pupil Premium Champion. All staff are fully aware of pupils in their class and any specific needs the pupils may have. At Pupil Progress meetings all staff are held to account for the progress of all pupils and especially 'Diminishing the Difference' between non FSM pupils and FSM pupils.

Resources and staffing:

The contribution from pupil premium will provide a range of intervention programmes to help children reach their full potential in Literacy and Numeracy. E.g.; Read Write Inc, breakfast club, after school clubs, sports coach, Athletics.